

**MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers**

4024/01	4024 MATHEMATICS Paper 1, maximum raw mark 80
----------------	---

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	4024	01

		Mark scheme details	Part Marks	Comments	Sub Marks
1	(a)	3	1		
	(b)	82	1	Here and elsewhere, ignore superfluous zeros.	
2	(a)	$\frac{2}{3}$ cao	1		
	(b)	$\frac{1}{12}$ cao	1		
3	(a)	27, 64	1	Accept 3^3 , 4^3 if 27, 64 seen. Ignore the additional cube number 125	
	(b)	31, 37	1		
4	(a)	$(x - y)(x + y)$	1		
	(b)	800	1	$(102 - 98)(102 + 98)$ must be evaluated	
5	(a)	(0).0035	1	Accept standard form.	
	(b)	(0).8	1		
6	(a)	1,2,3,6,9,18	1	Condone embellishments such as $2 \times 9 = 18$ etc. if all the correct factors seen. Missing factors or incorrect factors seen gets 0.	
	(b)	$2^3 \times 7^2$	1	Accept other forms such as $2 \times 2 \times 7^2 \times 2$ but ignore = 392 Factor Tree not sufficient.	
7	(a)	$4a^5$	1		
	(b)	$3x^2 + 13x + 6$	2 *	Condone further "simplification" w/w and solution of quadratic equation $3x^2 + 15x - 2x + 6$ or better seen	M1
8	(a)	800 000	1	Accept standard form. Condone notation such as 800.000.	
	(b)	7×10^3	2	Any correct equivalent using fig. 7	C1

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	4024	01

9	(a)	(i) 54 to 56	1	e.g. because median is lower or both medians stated. because the curve for Maths is to the left of/higher than the curve for English. Comparisons at arbitrarily chosen points will be 0	
		(ii) 28 to 30	1		
	(b)	Mathematics + valid reason	1		
10	(a)	14 00	1	Condone embellishments. Accept 2 p.m.	B1
	(b)	14 40	2 *	Accept 2 40 p.m. 19 40 ,(0)7 40 (p.m.) , (0)6 30 (a. m.) or (0)2 40 seen	
11	(a)	15	1	Ratio of corresponding lengths cubed soi	B1
	(b)	6 800	2 *		
12	(a)	$(\pm)2\sqrt{x}$	2 *	$k\sqrt{x}$ or using $y = k\sqrt{x}$ NB for C or M, must be k or $k=2$ seen	C1 M1 B1
	(b)	25 cao	1		
13	(a)	3	1		
	(b)	2	1		
	(c)	1	1		
14	(a)	36	1	Degree sign optional	
	(b)	18	1	Accept $\frac{1}{2}(a)$ ft	
	(c)	108	1	Accept $90 + (b)$ ft	
	(d)	72	1	Accept $180 - (c)$ or $90 - (b)$ ft	

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	4024	01

15	(a)	9 (minutes) 20 (seconds)	1		
	(b)	2 (minutes) 20(seconds) cao	2 *	$\Sigma t \div 4$	M1
	(c)	2 (minutes) 45 (seconds)	1		
16	(a)	- 8	1		
	(b)	-1	1		
	(c)	$\frac{12-x}{5}$ oe (e.g. asc)	2	$\frac{12-y}{5}$ oe or $a + bx$ with $a = \frac{12}{5}$, $b \neq 0$, or $a \neq 0$, $b = -\frac{1}{5}$ or $\frac{x-12}{5}$	C1 SC1
17	(a)	1.5 oe	2 *	e.g. $\frac{3}{2}$, $1 \frac{2}{4}$ $9x - 6 = 5x$	M1
	(b)	2,3,4	2 *	$1.5 < y < 5$ or $1.5 < y$ and $y < 5$ separately. oe but must be y .	M1
18	(a)	(i) 1,2,3,4	1	Condone extra brackets 3 repeated is 0.	
		(ii) 1,2	1		
	(b)	22	2 *	$(35 - x) + x + (29 - x) + 3 = 60$ or better or $(35 - x)$, x , $(29 - x)$, 3 correctly placed in a Venn Diagram 28,7,22,3 in diagram	M1 SC1

19	(a)	$LM = LN$ stated \hat{L} is common or $L\hat{M}Q = L\hat{N}P$ stated Remaining angle pair and conclusion – congruent stated or accept ASA.	**M1 M1 A1	For both M's, accept if clear on a diagram. Independent But 0 if measured. Dependent on M1 + M1 and www. Condone wrong case quoted if "Congruent" stated		
	(b)	$M\hat{P}N = 180 - L\hat{P}N$ and $M\hat{Q}N = 180 - L\hat{Q}M$ seen or $P\hat{R}M = Q\hat{R}N$ or $Q\hat{M}N = P\hat{N}M$ and $Q\hat{N}M = P\hat{M}N$ with convincing conclusion.	** M1	This mark can be earned for a convincing diagram. Not available if dependent on measured angles		
	(c)	Kite	1			
20	(a)	$\Delta C : (-1,3),(1,3),(1,4)$	1	Plotting points in (a) and (b): allow the usual tolerance, judged by eye. Is the intention clear?		
	(b)	$\Delta D : (3,0), (3,-2), (4,-2)$	2	Two vertices correct or a 90° clockwise rotation	C1	
	(c)	Reflection (in the line) $x = 1$	2	Dependent on only one transformation stated. Either Reflection or $x = 1$ seen	C1	
21	(a)	4, 1, $\frac{4}{9}$	1	Accept 0.4.. if $\frac{4}{9}$ seen.		
	(b)	20	2 *	$\frac{4}{k^2} = \frac{1}{100}$ soi	M1	
	(c)	26	2 *	25 $4/m^2 < \text{or} = 0.0064$	C1 M1	

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	4024	01

22	(a)	Either $\sqrt{13^2 - 5^2} = 12$ seen or 12 used in verification	1	AG so www essential	
	(b)	(i) 116	2 *	30 + 30 + (30 - 12) + 15 + 13 + (15 - 5) soi Condone one omission or error 120	M1 SC1
		(ii) 690	2 *	Methodically correct attempts to evaluate all the relevant areas required e.g. (30 - 12) × 15, 30 × (30 - 15), $\frac{1}{2} \times 12 \times 5$ soi	M1
(c)	$-\frac{5}{13}$	1	Condone embellishments		
23	(a)	200	1	Throughout, allow the usual tolerance judged by eye	
	(b)	BC = 6.5 cm and AC = 5.1 cm	2	Either C due West of B or $\hat{CAN} = 150^\circ$	C1
	(c)	AD = BD = 6 cm	1		
	(d)	ABE = 10 cm	2	E lies on AB or AB produced or AE = 10 cm	C1